

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Westminster College		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Westminster College
Institution Code	6937
State	Missouri
Number of Program Completers Submitted	10

Number of Program Completers found, matched, and used in passing rate Calculations ¹	10				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Elem. Edu: Curriculum, Instruction, and Assessment	011	4			1679	1606	96%
Mathematics: Content Knowledge	061	2			97	91	94%
MS Science: Content Knowledge	439	1			39	97	95%
Social Studies: Content Knowledge	081	3			276	270	98%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2001-2002 Academic Year					
Institution Name	Westminster College					
Institution Code	6937					
State	Missouri					
Number of Program Completers Submitted	10					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	10			Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	9	90%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates ⁵	10	9	90%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **63**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **14**

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **4**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **16:1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **12**. The total number of hours required is **480** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

THE MISSION OF WESTMINSTER COLLEGE

To educate and inspire all Westminster students through a broad, liberal arts education and a high quality developmental experience so that each graduate is a Leader of Character who is committed to the values of Integrity, Fairness, Respect, and Responsibility and prepared to live a life of Success, Significance and Service.

2. Educational Philosophy

EDUCATION PROGRAM MISSION, GOALS, VISION STATEMENT

The Westminster Education Program instills life-long learning by providing education students with depth and breadth of academic knowledge and practical experiences to equip them for success within the teaching profession. The faculty is dedicated to exemplary teaching and continual learning by drawing on sound research and praxis. Students receive personal attention within a supportive learning community that encourages them to develop critical thinking, creative sensibility, and communication arts to share ideas and to understand others as they teach and learn in global, technological society.

3. Conceptual Frameworks

CONCEPTUAL FRAMEWORK WESTMINSTER EDUCATION DEPARTMENT

The Teacher Education Program is based on *reflective inquiry*. It integrates general education, professional education and areas of specialization. An emphasis is placed on authentic practice. Field experiences are intended to provide an awareness of and experience in working with diverse populations, learners at-risk in mainstream schooling, and learners with exceptionalities and challenges. Four areas are emphasized: Observation, Demonstration, Research and Evaluation.

The conceptual framework of the Westminster Education Program emphasizes educational inquiry and the role of teachers as inquiring professionals. Questions like “What do I know or need to know?” and “What should I be able to do?” take shape in the process of reflective inquiry for both the education students and the faculty. While the first three phases overlap and are necessarily integrated, the phases may be broadly described as follows:

- Learning Inquiry I is the exploratory phase for future teachers and includes general education, educational foundations courses and beginning practical courses.
- Learning Inquiry II focuses on curriculum and instruction and factors directly related to schooling as students take methods and practicum courses.
- Learning Inquiry III is the integrative phase that focuses on action research, student teaching and preparation to enter the profession as a first year teacher. It includes an inquiry project as part of a pre-student teaching experience, student teaching, organization of a professional portfolio and an educational seminar.
- Learning Inquiry IV is the mentoring phase during the first years of teaching experience and involves continuing professional development.

4. Program completers who teach in the private schools and out of state

Private Schools:

Out-of-State:

10